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ABSTRACT

This document outlines practical considerations involved in planning schoolwide projects funded under Title I Chapter 1 of the Elementary and Secondary Education Act, 1975. A schoolwide project is a project conducted by a school district to upgrade the entire educational program of a school that has an enrollment of at least 75 percent low-income students. Eligibility requirements include a written plan and satisfaction of fiscal requirements. The school district's role includes determining eligibility, providing opportunities for the involvement of private school students, and project implementation and evaluation. The state department of education's role includes approving the plan, conducting an annual review, and recommending the project for renewal. Regional Technical Assistance Centers (TACs) provide assistance in all areas of implementation. Funds can be used to plan and implement an effective schools program, reduce class size, train staff and parents, and implement extended-day programs. The project plan must establish goals to meet the special needs of all students and ensure that educationally deprived children are served effectively. Examples of the important elements of schoolwide projects in Baltimore (Maryland) and Philadelphia (Pennsylvania) are included. The criteria for identifying educationally deprived students are outlined. The requirements for schoolwide projects as outlined in the "Federal Register" are appended. (FMW)

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Schoolwide Projects

Considerations

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AGENDA

1. What is a schoolwide project?
2. How does a school become eligible for a schoolwide project?
3. What roles do the LEA, SEA, and regional TACs perform?
4. For what can funds be used?
5. How does an LEA identify a school attendance area?
6. What are some examples of program design?
7. How does one write desired outcomes for a schoolwide project?
8. What are some practical considerations?
9. What are the advantages and disadvantages of being involved in a schoolwide project?

PRACTICAL CONSIDERATIONS

1. Will the emphasis be placed on upgrading the entire educational program and improving the whole school experience?

2. What resources are available to creatively plan, design and implement the project?

3. Will all the school staff (professional and non-professional) work together to achieve the school goals?

4. Are mechanisms in place to ensure successful school-based management of the project?

5. Can family/community involvement be strengthened to support the goals of the schoolwide project?

6. What provisions have been made to train project staff and parents?

7. What strategies are available to improve overall school effectiveness?

Schoolwide Projects

Statutory Requirement

Section 1015 of Chapter 1 of Title 1, ESEA.

Regulatory Requirement [200.36]

A schoolwide project is one that an LEA may conduct to upgrade the entire educational program in a school that has at least 75 percent of the children from low-income families residing in the school attendance area or enrolled in the school. Schoolwide projects allow a district to serve an entire school's population with a comprehensive educational program without the burden of having to demonstrate that Chapter 1 funds benefit only educationally deprived students. Broad goals include:

1. Upgrading the effectiveness of the entire school's educational program.

2. Effectively serving all of the students in all grades; and

3. Ensuring that educationally deprived students make performance gains that are comparable to the gains of other students.

Eligibility for a schoolwide project

1. 75 percent of children in low income families for the first of the three years [200.36(2)]

2. Required written plan [200.36(4)(b)]

   - o needs assessment
   - o goals to meet the needs of all students
   - o description of instructional program, pupil services, and procedures
   - o specific uses of funds
   - o development by individuals who will carry out the plan such as parents, teachers, aides, administrators
   - o provide for on-going consultation among those implementing the plan
   - o provide training for all persons involved in carrying out the plan
   - o include procedures for measuring progress
   - o if appropriate, describe how a school will implement an effective schools program as defined in section 1471 of the Act

3. Fulfill fiscal requirements [200.36(c)]
   - o Comparability; services must be at least comparable to services provided in schools not receiving funds.
   - o An amount of funds sufficient to ensure size, scope and quality to give a reasonable promise of substantial progress must be provided.
   - o State and local funds spent per child are at least equal to the amount the LEA spent during the preceding fiscal year.
   - o Funds must supplement, not supplant, federal sources.
   - o Document spending.

LEA roles

1. Make the decision to be involved in a schoolwide project in consultation with building-level staff.

2. Determine eligibility.

   - o 75 percent children in low income families in attendance area
   - o written plan
   - o fiscal requirements

3. Ensure opportunities for involvement of private school children.

4. Implement the plan.

   - o Chapter 1 funds can be commingled with other funds to accomplish this.
   - o All students in a school designated for a schoolwide project are eligible to participate.

5. Evaluate the plan.

   - o Annually collect achievement and other assessment data.
   - o Make data publicly available.
   - o Perform a sustained gains analysis.
   - o In order to continue a schoolwide project beyond three years, an LEA must show that in a participating school.
     a. achievement gains of educationally deprived children exceeded the average achievement gains of comparable participating Chapter 1 children in the district; or
     b. achievement gains of educationally deprived children exceed the average achievement gains of comparable children in that school for the three fiscal years prior to the start of the schoolwide project schoolwide project.
   - o For a secondary schoolwide project school, if a three year achievement level did not decline in comparison to a three year period preceding implementation, demonstration of lower dropout rates or increased graduation rates, may be acceptable in lieu of increased achievement.
   - o Program improvement requirements in [200.38] also apply to schoolwide projects.

SEA roles

1. Approve the schoolwide project plan if it meets the eligibility requirements.

2. Grant authority to the LEA to operate the schoolwide project for three years.

3. Annually review results of the project.

4. Provide support/guidance as needed.

5. If the project meets evaluation requirements, an LEA may continue the schoolwide project for an additional three years.

6. Program improvement requirements in [200.37] also apply to the SEA's role in schoolwide projects.

Regional TACs

1. Technical assistance in any needed area in the implementation of Chapter 1 as it applies to schoolwide projects.

Utilization of available funds

1. Traditional Chapter 1 expenditures

2. Plus

   - o planning and implementing effective schools program
   - o reducing class size
   - o training staff and parents
   - o implementing extended day programsLEA roles

SCHOOLWIDE PROJECT
Goals and Desired Outcomes

Sec.200.38(b)(2)

As part of the schoolwide project plan the LEA must establish goals to meet the special needs of all students and ensure that educationally deprived children are served effectively and demonstrate performance gains that are comparable to the performance gains of other students.

Hence, a statement of project goals focuses attention and energy on the special needs of all the students in the school.

Desired outcomes included as part of the project evaluation target performance of only Chapter 1 eligible children. Thus, desired outcomes ensure a measure of program effectiveness in serving Chapter 1 eligible students within the Schoolwide project and provide for the demonstration of performance gains.

While your desired outcomes may be stated for the whole school, their evaluation **MUST** separate data for the educationally deprived and non-deprived children. The accountability requirements for all Chapter 1 schools require that the educationally deprived students make substantial progress toward meeting the desired outcomes. Both the aggregated data for desired outcomes and individual student's progress must be inspected.

The ***progress of pre-K, Kindergarten and Grade 1*** children should be evaluated through desired outcomes, since their achievement data is not aggregated with that of children in grades 2 and above. If your schoolwide project does not have one or more desired outcomes stated for the academic progress of the younger children, you should add a desired outcome or two.

Important Elements of Schoolwide Projects in Baltimore

1. Principals are fully involved.

2. Central office resources form a support team that may include:
   - Reading supervisor
   - Math supervisor
   - English supervisor
   - Personnel representative
   - Budget analyst
   - Evaluation staff
   - Chapter 1 supervisors/monitors

3. Goals are developed which are common across schools.

4. Each school additionally develops its unique school goals and implementation patterns.

5. Schoolwide projects are designed and implemented to address the goals that are established to meet the special needs of students.

6. Evaluation is emphasized from the outset.

7. Services allowed comprehensive support of children's needs.
   - 1/4 time guidance counselor
   - parent liaison person
   - extra money available dependent on number of students in program

8. Other important features included.
   - In some schools Chapter 1 totally integrated into classroom.
   - High expectations emphasized
   - Strong leadership
   - Early intervention (Pre K-2)

Important Elements of Schoolwide Projects in Philadelphia

1. A whole school approach is emphasized.

2. School-based management is utilized.

3. All available funds, including Chapter 1, are pooled into a single pot.

4. A program framework is used that includes strategies to improve overall school effectiveness and to enhance classroom instructions.
   - High expectations
   - Program goals supporting student success in regular program
   - Program coordination
   - Support strategies for activities in regular classroom
   - Such opportunities as transitional first grade, after school tutoring and enrichment violin lessons for Kindergarten, Latin for 4th and 5th graders adopt a grandparent for tutoring, school homework place after school especially for homeless children, assistant in each reading and math period

5. District level resources include:
   - District based instructional support teacher to work with principal and program support teacher 1-2 days/week
   - District based parent-trainer

6. Central office provides project administration and supervisory staff.

7. Each school will be responsible for developing a plan that describes the program and services and for maintaining data needed for accountability and evaluation activities.

8. Expectations regarding improved student achievement are made known at the outset.

9. Emphasis on prevention/early intervention.
   - Increase in amount and quality of developmental experiences for young children
   - Reinforcement for regular attendance, daily monitoring, interventions and follow up
   - Parent involvement (including input, workshops, and parent scholars)
   - Pupil Support Committee meets weekly after school for coordination of support, early intervention and follow up

10. Program Support Teacher full time position.
    - Basic skills non-pullout 90 minutes/day
    - Conduct inservice training and classroom follow up
    - Supporting school improvement activities
        a. Implementation
        b. Monitoring and recognize student progress
        c. Reinforce Pupil Support Committee

11. Staff development time-15 hours/staff member.

12. School improvement community (principal, Program Support teacher and school based instructional resource team members, RELA, counselor, grade teachers, parents)

13. Community assistants - monitor attendance, home visits to absent and late children, implement homeroom mother support groups, help in "time-out" room.

Identification of Educationally Deprived Children in Schoolwide Project Schools

Even though the commingling of Chapter 1 funds with funds available for regular programs is permissible in schoolwide projects and it is not necessary to identify particular children as eligible to participate, Sec. 200.36(d)(2)(i)(ii), it is still **required to identify educationally deprived children** in the school. Specific requirements for educationally deprived children in a schoolwide project are stated in the Required plan, Sec. 200.36(b), Fiscal requirements, Sec. 200.36(c), and Accountability requirements, Sec. 200.36(f).

In determining the educationally deprived children in a schoolwide project, either of the following methods must be used as stated in Section 200.36 (c)(1).

(A) **The number of children in the schoolwide project below the highest ranked child served in other project schools in the LEA.** (Example: In non-schoolwide project schools the highest ranked child served is in the 45th percentile. In the schoolwide project all children at or below the 45th percentile are considered educationally deprived for the purposes required in Section 200.36.)

or

(B) **All children meeting the definition of "educationally deprived children" in Section 200.6(c).** The definition states "...children whose educational attainment is below the level that is appropriate for children of their age." This would mean all children who scored below the 50th percentile on a standardized, norm-referenced test are considered educationally deprived for the purposes required in Section 200.36.

§ 200.38 What are the requirements for schoolwide projects?

(a) *Eligibility for a schoolwide project.* An LEA may conduct a Chapter 1 project to upgrade the entire educational program in a school if the following requirements are met:

(1) The school serves an eligible attendance area or is an eligible school in accordance with § 200.30.

(2) For the first year of the three-year project period the LEA determines, using the same measure of low income used to identify and rank school attendance areas under § 200.30(c), that at least 75 percent of the children residing in the school attendance area or enrolled in the school are from low-income families.

(3) The LEA develops a plan for the school that—

(i) Meets the requirements in paragraph (b) of this section; and

(ii) Has been approved by the SEA.

(4) The LEA meets the fiscal requirements in paragraph (c) of this section.

(b) *Required plan.* The plan required under paragraph (a)(3) of this section must—

(1) Provide for a comprehensive assessment of the educational needs of all students in the school, particularly the special needs of educationally deprived children;

(2) Establish goals to—

(i) Meet the special needs of all students; and

(ii) Ensure that educationally deprived children are—

(A) Served effectively; and

(B) Demonstrate performance gains that are comparable to the performance gains of other students;

(3) Describe the instructional program, pupil services, and procedures to be used to implement the goals of the schoolwide project;

(4) Describe the specific uses of funds available under this part in the schoolwide project;

(5) If appropriate, describe how the school will move to implement an effective schools program as defined in section 1471 of the Act;

(6) Be developed with the involvement of individuals who will be engaged in carrying out the plan, including—

(i) Parents;

(ii) Teachers;

(iii) Librarians;

(iv) Education aides;

(v) Pupil services personnel;

(vi) Administrators; and

(vii) If the plan relates to a secondary school, students;

(7) Provide for consultation among the individuals listed in paragraph (b)(6) of this section concerning the—

(i) Educational progress of all students in the school; and

(ii) Development and implementation of the accountability measures required in paragraph (f) of this section;

(8) Provide for appropriate training of parents of children to be served, teachers, librarians, and other instructional, administrative, and pupil services personnel to enable these individuals to carry out the plan; and

(9) Include procedures for measuring progress under paragraph (f) of this section and a description of the measures to be used.

(c) *Fiscal requirements.* An LEA that uses funds available under this part to conduct a schoolwide project shall meet the following fiscal requirements:

(1)(i) In an LEA with one or more schoolwide projects and one or more other schools serving project areas, the LEA shall provide for each schoolwide project an amount of funds made available under this part that, for each educationally deprived child, equals or exceeds the amount of funds made available under this part that the LEA provides for each educationally deprived child served in other project schools. In determining the number of educationally deprived children in a schoolwide project, the LEA shall use either of the following:

(A) The number of children in the schoolwide project below the highest ranked child served in other project schools in the LEA.

(B) All children meeting the definition of "educationally deprived children" in § 200.6(c).

(ii) The LEA shall allocate to a schoolwide project an amount of funds made available under this part that is sufficient to ensure that the project is of sufficient size, scope, and quality to give reasonable promise of substantial progress toward meeting the special educational needs of the educationally deprived children served.

(2)(i) Except as provided in paragraph (c)(2)(ii) of this section, during each fiscal year in which a schoolwide project is carried out, the LEA shall, in each schoolwide project, spend per child an amount of State and local funds—excluding amounts spent under a compensatory program as defined in § 200.45(a)(1) and special supplementary State and local funds required under Chapter 1 of the ECIA for each child in a schoolwide project who was not educationally deprived—that is at least equal to the amount of State and local funds the LEA spent per child in that school during the preceding fiscal year.

(ii) The LEA shall include for each fiscal year the cost of services for State and local programs under § 200.45(a)(2) only in proportion to the number of children served by these programs in the school in the year for which the determinations are made.

(3) The LEA shall ensure that funds made available under this part for a schoolwide project only supplement, and to the extent practical, increase the level of funds that would, in the absence of funds under this part, be made available from non-Federal sources for the school.

(4) The LEA shall comply with the comparability requirements in § 200.43.

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(5) Notwithstanding paragraph (d)(2) of this section, the LEA shall keep records to document the expenditure of funds made available under this part in a schoolwide project.

(d) *Effect of selection for a schoolwide project.* (1) The SEA shall approve the plan of the LEA for a schoolwide project for a period of three years if the plan meets the requirements in paragraphs (b) and (c) of this section.

(2) For each school that has a schoolwide project plan approved by the SEA, the LEA is not required to—

(i) Comply with any Chapter 1 requirements prohibiting the commingling of funds available under this part with funds available for regular programs in order to show that Chapter 1 funds benefit only educationally deprived children;

(ii) Identify particular children as eligible to participate in the schoolwide project, but shall identify educationally deprived children for the purpose of paragraphs (b), (c), and (f) of this section; and

(iii) Demonstrate that the particular services paid for with Chapter 1 funds supplement the services regularly provided in that school.

(e) *Use of funds.* In addition to the activities included in § 200.4, the LEA may use funds made available under this part in schoolwide projects for—

(1) Planning and implementing effective schools programs; and

(2) Other activities to improve the instructional program and pupil services in the school such as—

(i) Reducing class size;

(ii) Training staff and parents; and

(iii) Implementing extended-day programs.

(f) *Accountability requirements.* (1) Except as provided in paragraph (f)(2) of this section, in order to continue a schoolwide project, an LEA must be able to demonstrate after three years for each school participating in a schoolwide project that—

(i) The achievement gains of educationally deprived children in the school exceed the average achievement gains of comparable participating Chapter 1 children in the LEA as a whole; or

(ii) The achievement gains of educationally deprived children in the school exceed the average achievement gains of comparable educationally deprived children in that school in the three fiscal years prior to the start of the schoolwide project.

(2) For a secondary school, if achievement levels over the three-year schoolwide project period as compared with the three-year period immediately preceding the schoolwide project do not decline, demonstration of lower dropout rates, increased retention rates, or increased graduation rates are acceptable in lieu of increased achievement.

(3) If the SEA determines that a schoolwide project meets the requirements in paragraph (f) (1) or (2) of this section at the end of the three-year period provided in paragraph (d)(1) of this section, the SEA shall allow the LEA to continue the schoolwide project for an additional three years.

(4)(i) For the purpose of paragraph (f) (1) and (2) of this section, the LEA shall annually collect achievement and other assessment data for each school participating in a schoolwide project.

(ii) The LEA shall make the results of the annual collection of achievement and other assessment data available to parents, the public, and the SEA.

(5) The program improvement requirements in §§ 200.37–200.38 apply to schoolwide projects under this section.

(g) *Participation of children enrolled in private schools.* In determining which private school children residing in the school attendance area of a school participating in a schoolwide project are eligible for Chapter 1 services, the LEA shall apply which ever method it selected under paragraph (c)(1)(i) (A) or (B) of this section.

(Authority: 20 U.S.C. 2725, 2728(c), 2730–2731)

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